

BULLETIN

OF

The Woman's College of Baltimore

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THE young man who attempted to enter Harvard in 1643 found himself confronted by a very simple entrance requirement: "So much Latin as was sufficient to understand Tully or any like classical author and to make and speak true Latin in prose or verse, and so much Greek as was included in declining perfectly the paradigms of the Greek nouns and verbs" was all the requirement. Arithmetic was first required in 1803, geography in 1807, algebra in 1819, geometry in 1867, physical geography in 1869, English composition in 1873, modern languages in 1874, science in 1875. The growth of the entrance requirements at other places is probably fairly well indicated by this development at Harvard.

BUT as one subject after another was added to the list it soon became evident that the total amount required for admission must not pass a certain maximum. The college must be willing to take a student at the end of his high school course, and therefore the total entrance requirement must not cover more work than the high school can offer in four years. But as a rule the high school pupil cannot carry with profit more than twenty recitation periods per week, exclusive of elocution, music, and drawing. If we call recitation work of one period per week for one year a year-period, it follows that the maximum requirement that can be demanded in fairness to the preparatory school is eighty year-periods. There are practical questions of the adjustment of courses and time for review work which make it desirable in the minds of many to leave some leeway to the preparatory school, and in consequence there are a number of strong institutions which require a total of only seventy or seventy-five year-periods. It is evident then that the college that had increased its entrance requirements until it demanded, let us say, Latin four years, five hours per week; Greek, three years, five hours per week; English, four years, three hours per week; mathematics, four years, four hours per week; history, one year, five hours per week; French, two years, five hours per week, or a total of seventy-eight year-periods, had reached the maximum requirement which might justly be demanded.

IT might seem at first as if the problem for that particular college had now been solved, but there were certain disturbing influences still to be dealt with. First came the influence of other colleges. Just what the high school pupil should study, how much of it, and from what point of view, have always been and still are open questions. Consequently the requirements of various institutions, while nominally equal, varied widely in the subjects demanded and no less widely in the amounts of these subjects. The influence of each college dominated the courses of a group of preparatory schools, and with the students from this group no difficulty was experienced; but as the reputation of an institution extended beyond the limits of its own group it was inundated with requests from would-be students who desired to substitute some subject, not recognized by the college but included in their high school curriculum, for some part of the entrance requirement. Nor did such requests come from students only. Preparatory schools not dominated by any one institution found themselves compelled to offer almost as many courses of study as the number of institutions their students proposed to enter. Naturally the principals of such schools joined in the plea for some flexibility in entrance requirements.

A SECOND disturbing influence was a necessary result of the nature of the American high school. That institution has a double function to perform. It must prepare for college those who are to enter, but they form only the minority of its pupils. The others it must prepare for life. Whether these two preparations should be identical may be an open question, but very many schools have held that the student who is not to enter college should be given an opportunity to obtain a knowledge of certain subjects which the candidate for college can postpone until after admission. The boy or girl who does not expect to enter college omits Latin or Greek from the latter part of his high school course and fills up his time with modern languages, science, or additional mathematics. Later in the course, when it is impossible to go back to the original plan, it frequently happens that the ambition to attend college is aroused, and the student is dismayed to find that he is not prepared for entrance. The number of such students is larger than would ordinarily be supposed and constitutes an appreciable addition to the number of those who plead for the privilege of substitution.

THIS demand from without was reinforced by a corresponding demand from within. If French was considered suitable for an entrance requirement the department of German insisted upon similar recognition, and then Spanish made its voice heard. The modern language faculty was no sooner satisfied than the sciences demanded recognition. Physics and chemis-

try were usually the first to be recognized, but botany, physiology, physiography, astronomy, geology and zoology were not slow to urge their claims. Under this combined pressure from without and within institution after institution has yielded (weakly or wisely according to your point of view), and subject after subject has been added to the list of acceptable substitutes. At the same time the list of subjects for which substitution is permitted has been extended until today the principle of substitution has, with a few exceptions, been recognized by all American colleges, but in no case has it been extended to cover the entire entrance requirement. The usual practice is to divide subjects into two lists; one required of all students and a second, usually called the alternative list, from which each student must select a certain amount of work.

THIS system opens up several difficult questions, the first of which is the division of subjects between the required and the alternative lists. In general, though there are a few notable exceptions, it may be said that American colleges demand for entrance mathematics, English, and at least one other language. This demand probably rests upon the belief that successful college work in any subject demands a certain amount of logical training and such appreciation of the significance of words and constructions as can be secured only by the study of at least two languages. Some colleges hold that this latter end is attained most easily by the study of Latin, and hence demand that it shall be the second language. Others hold that our present day culture demands a background of history on which it may be projected and by which it is interpreted, and hence add a fixed history requirement to the list demanded of all candidates. Still others hold that some scientific training is indispensable if the student is to appreciate the modern method of dealing with any subject, and so add a science requirement to the list. With regard to the alternative list it seems at first sight impossible to lay down any general principle. It is doubtful whether a preparatory school could offer any subject which is not on the alternative list of some important American college. One such list before me as I write consists of twenty-nine subjects, and runs the gamut from Greek to wood-working and foundry-work. It is probable, however, that the more conservative advocates of the alternative system would accept the following principle: "No course of study should be accepted for college entrance unless the subject-matter and the methods of presentation are such as to make the course a suitable foundation for subsequent college work in the same department." A case in point is the recent demand of the young women in a Pennsylvania high school that the standard preparatory course in chemistry should be replaced by a course in domestic chemistry which they consider more apt to be of practical value. Without discussing the merits of

the two courses for the young woman who is not to enter college, it may be said at once that the majority of colleges would not recognize such a course for college entrance, on the ground that it did not constitute a satisfactory basis for subsequent work in chemistry.

A COLLEGE that adopts the alternative entrance system must also decide whether the applicant shall be given free choice from the alternative list or be shut up to certain combinations. Absolute freedom of choice is rarely granted, but restrictions imposed vary so widely that no general statement can be made concerning them.

PROBABLY the most difficult question of all, however, is the determination of equivalent amounts of two subjects. How much Greek is equivalent in educational value to a year of physics? No final answer to such a question has been or can be given, but the majority of colleges now agree in making the time devoted to subjects in preparatory schools the basis of comparison. A course of four or five periods per week for one year is taken as the standard and called a count, a unit, a section, a point, or a credit. It is not to be inferred, however, that time is the only thing to be considered. The National Educational Association, with the aid of such associations as the American Historical Association, the American Mathematical Society, and the Modern Language Association, has prepared a series of recommendations setting forth the ground that should be covered in a preparatory course; and courses which do not correspond with a fair degree of approximation to these recommendations are not accepted for college entrance.

COLLEGES for women have been on the whole more conservative in the adoption of the alternative system than colleges for men. The policy of Radcliffe and Barnard is, of course, largely determined by that of Harvard and Columbia, while the alternative systems of Smith and the Woman's College of Baltimore have been adopted within a few years. The earlier systems of these institutions were on the general lines of the present Wellesley or Vassar system. In the following statements of entrance requirements the numeral following each subject signifies the number of points to be offered in that subject. As several of the institutions named use a different nomenclature, and as there are minor variations in the definitions of the requirements, it sometimes happens that a point at one institution indicates a little more or a little less than a corresponding point at another. In general, the points may be roughly defined as follows:

English, three points. A four years course of not less than three periods per week in composition, rhetoric and literature.

Mathematics, three points. Algebra, to or through progressions ; plane geometry. Additional mathematics : solid geometry, plane trigonometry, advanced algebra, one-half point each.

Latin, four points. Grammar ; Cæsar, four books ; Cicero, six orations ; Virgil, six books ; with sufficient drill in prose composition to enable the student to translate a passage of consecutive English into Latin.

Greek, two points. Grammar ; four books of the Anabasis ; prose composition. A third point. Iliad, three to six books, and additional prose composition.

Modern languages. First point ; grammar, prose composition and the reading of from one to two hundred pages. Second point ; grammar and composition, with the reading of from one hundred and fifty to four hundred pages. Third point ; grammar and composition, with the reading of from four to six hundred pages. The conversational requirement in modern languages depends upon the institution.

History, one point. A year's study of a definite field, with note-book, map-drawing, and collateral reading.

Science, one point. A year's study of a single science with an adequate amount of individual laboratory work on the part of the student.

ENTRANCE REQUIREMENTS OF VARIOUS COLLEGES.

THE WOMAN'S COLLEGE OF BALTIMORE.

REQUIRED LIST.

English 3, Mathematics 3, Latin 4.

ALTERNATIVE LIST.

For 1905 select four points, for 1906 and thereafter five points. Greek 2 or 3, French 1, 2 or 3, German 1, 2 or 3, Spanish 2 (counting as 1), History 1 or 2, Physics 1, Chemistry 1, Botany 1, Solid Geometry $\frac{1}{2}$, Trigonometry $\frac{1}{2}$, Advanced Algebra $\frac{1}{2}$.

BARNARD.

REQUIRED LIST.

English 3, Mathematics 3, Latin 4.

ALTERNATIVE LIST.

Select five points. Greek 3 or 4, History 2 or 3, French 2 or 3, German 2 or 3, Spanish 2, Advanced Latin 1, Advanced Mathematics 1, Physics 1 or 2, Chemistry 1, Botany 1, Physiography 1, Zoology 1.

But not more than two modern languages or two sciences may be offered.

MARCH BULLETIN

WELLESLEY.

REQUIRED LIST.

English 3, History 1, Mathematics 3, Latin 4.

ALTERNATIVE LIST.

Group I, select three points. Greek 3, French 3, German 3.

Group II, select one point. Greek 1, French 1, German 1, Physics 1, Chemistry 1.

SMITH.

REQUIRED LIST.

English 3, History 1, Mathematics 3.

ALTERNATIVE LIST.

Group I, select three points. Greek 3, Latin 4.

Group II, select three points. Greek 3, Latin 4, French 3, German 3.
Or, select four points. Greek 2, Latin 3, French 2, German 2, History 2, Physics 2, Chemistry 2, Botany 2, Zoology 2, Astronomy 2, Physics-chemistry 2, Botany-zoology 2.

Group III, select one point. Advanced work in English, Mathematics, Greek, Latin, French, German, 1 each. Elementary work in French, German, Physics, Chemistry, Botany, Zoology, Astronomy, Physiography, 1 each.

VASSAR.

REQUIRED LIST.

English 3, History 1, Mathematics 3, Latin 4.

ALTERNATIVE LIST.

Group I, select three points. Greek 3, French 3, German 3.

Group II, select one point. German 2, French 2, Physics 1, Chemistry 1.

MOUNT HOLYOKE.

REQUIRED LIST.

English 3, History 1, Mathematics 3, Latin 4.

ALTERNATIVE LIST.

Group I, select three points. Greek 3, French 3, German 3.

Group II, select one point. French 1, German 1, Chemistry 1, Physics 1.

RADCLIFFE.

This institution uses an entirely different scale which is not based directly on the time required for preparation. The figures first given under each

subject are the number of points in the Radcliffe scale. The figures in parentheses are an approximate valuation of these points in terms of the points defined above.

REQUIRED LIST.

English 4 (3), History 2 (1), Mathematics 4 (3).

ALTERNATIVE LIST.

Group I, select four points. Elementary Latin 4 (3), Elementary Greek 4 (2).

Group II, select two points. French 2 (2), German 2 (2).

Group III, select two points. Physics 2 (1), Chemistry 2 (1), Physiology 1, Anatomy, etc., 1.

Group IV, select four points. Advanced Greek 2 (1), Advanced Latin 2 (1), Advanced German 2 (1), Advanced French 2 (1), History 2 (1), Counterpoint 2, Advanced Algebra 1 ($\frac{1}{2}$), Trigonometry 1 ($\frac{1}{2}$), Solid Geometry 1 ($\frac{1}{2}$), Astronomy 1, Advanced Physics 2, Meteorology 1.

Group V, select four additional points from any of the previous groups.





TENNIS TOURNAMENT

COMPETITIVE ATHLETICS.

IT is rather hard for an instructor in a woman's college to appreciate the serious problems in connection with competitive athletics which confront the authorities in institutions for men. It is only when he reads such documents as the Report of the Committee on Athletics appointed by the North Central Association of Colleges and Secondary Schools, or when he discovers that half-prepared students have been admitted to certain institutions, furnished funds for tuition and other expenses, and allowed to remain in spite of scholastic failure, that he realizes the serious character of the problem. He is surprised to find that the total athletic expenses of eight well-known institutions amount to \$377,000 and the total receipts to \$440,000. He is disposed to be amused when he finds that the president of one of the leading institutions devotes in his annual report four times as much space to football as to the law department, or that the students of another college have decided to make a systematic attempt to secure good athletic material from the high schools in order that the fame and enrollment of the college may no longer suffer from a lack of athletic victories.

But when such an instructor remembers the intense enthusiasm which inter-collegiate contests arouse and the pangs he has himself felt as the colors of his Alma Mater dropped in defeat, he begins to understand how, since his day, competition has grown more and more keen, and the willingness of students and faculty to be lenient to the scholastic weakness of the man who can win has in certain institutions become greater and greater.



THE WOMAN'S COLLEGE

It seems evident that inter-collegiate contests are the source of the greater part of the difficulty. It by no means follows that they should be abolished, but an instructor in a college for women cannot easily refrain from an expression of thanksgiving that such contests have not been introduced, and do not seem likely to be introduced in the near future, in the women's colleges.

On the other hand some of the most interesting events of college life in a modern college for women are the inter-class contests. It would be hard to find an objection to the freshman-sophomore tennis tournament held each fall at the Woman's College of Baltimore. The players are selected by a preliminary tournament open to the members of the freshman and sophomore classes, and the final contest is strictly a class affair, giving to the victors the right to have the name of their class and the date of the victory engraved on the tennis cup, which is handed down through class after class.

Later in the session come the basket-ball games. First the freshmen and sophomores, then the juniors and seniors, and finally the game in which the victors in the preceding contests meet to decide the championship of the college. In the spring athletic work turns to individual as well as to class contests. The Athletic Association holds a Field Day in May and at this time contests for the championship of the college in various lines are thrown open to any of the students who may care to enter, and the field day cup goes to the class whose members score the largest number of points.

All this is the lighter side of the work in physical training. The serious side consists of regular gymnasium work under an instructor. A discussion of the character of such work and its importance must go over to another issue.



The Gymnasium occupies Bennett Hall.

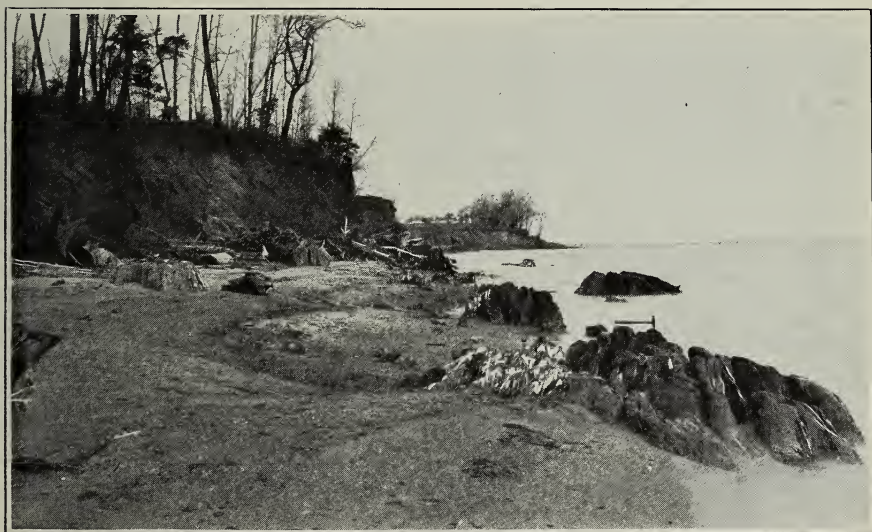
PRESIDENT VENABLE of the University of North Carolina in his annual report takes occasion to speak of the causes which lead young men to drop out of College without completing the requirements for the degree. Much of what he says explains also the reasons why young men and women fail to enter upon college work: "Such a loss is a very serious threat to the institution and to general scholarship. It is due in part to the poverty of our people which is still very great. It is due still more to a lack of high ideals as to education and scholarship which makes the young men and their parents content with very moderate attainment and induces them to hasten into the work of life very poorly prepared for the struggle. Sons of the well-to-do are often called into their fathers' business or into some of the multitude of minor positions which open up in time of material prosperity. The academic course is cut short in order to begin a professional course. Technical and so-called practical courses are taken up, eschewing all preliminary training. There is an almost feverish unrest and impatience with the slow processes of mental training."

THE ADVANTAGES FOR GEOLOGICAL AND MINERALOGICAL STUDY AT BALTIMORE.

BALTIMORE possesses an unusual number of distinct advantages for mineralogical and geological study, among which are the following:

The geology of the region is highly varied. Maryland presents an unusually complete section of the accessible portions of the earth's crust, ranging from the ancient crystalline rocks of Pre-Cambrian time to the most recent sediments. Many of these rocks are either admirably exposed or rendered available for study in the innumerable quarries, mines, pits and other artificial openings especially abundant in and about the city.

Situation upon the boundary between two physiographic provinces. There is no physiographic line more pronounced than that which separates that which is known as the Piedmont plateau from the Atlantic coastal plain, the latter of



Fossil stumps of the Bald Cypress at the "Buried Forrest," Bodkin Cliffs.

which represents the sediments washed from the former. The city of Baltimore stands upon that boundary, thus rendering both provinces accessible for study and comparison. The Atlantic Fall Line, which corresponds in a general way with the preceding boundary, constitutes a generally well defined escarpment marking the head of tidewater in the principal estuaries of the

region. The streams in crossing this escarpment commonly exhibit rapids, and to some extent falls. The Atlantic Fall Line thus furnished the first water-power for the early inhabitants of the region and being near the head of navigation determined the position not only of Baltimore but of most of the other great cities of the Atlantic coast, and their connecting systems of thoroughfares. There is no finer example of a cultural line determined by a physiographic feature. Its significance as a point of departure in the economic, commercial and social development of the Atlantic seaboard and of the country at large is plainly evident, and the importance of its study can scarcely be overestimated.

Location at or near sea-level. Nothing is more valuable as an aid to geologic study than the proximity of the world's physiographic datum line



The Geological Department at "pyrite bluff" on the Bay shore.

known as "tide-level." There are few if any regions where this important base line ramifies the land to the extent that it does in the complex system of tidal estuaries of the Chesapeake, upon which Baltimore is situated.

Accessibility of important localities. Within a few squares of the College are the great Jones Falls gneiss quarries, and within easy reach by electric car or railroad, the Bare Hills serpentine and chrome localities and the Mt. Wash-

ington copper mine. All of these have enjoyed international fame for more than a half century on account of the wide range, excellence and rarity of their minerals. Classic localities for fossil plants are also easily accessible by electric car. Others on the Bay shore are readily reached by boat, notably the remarkable buried cypress forest at Bodkin Cliffs, annually visited by the geological department.

Excellent maps and reports available. The Baltimore region has been carefully studied and mapped by the State and Federal Geological Surveys, and the reports which accompany these maps are of exceptional reliability.

Availability of collections. The College collections of minerals, rocks, and fossils, numbering some twenty thousand specimens, derived from all parts of the world, abundantly provide for the ordinary needs of the student. They are supplemented by extensive collections in the city, and notably so by the splendid collections of the United States Geological Survey at the National Museum in Washington

A. B. Bibbins, Instructor in Geology, Curator of the Museum.

COLLEGE VERSE.

EVENING MUSIC.

Dim, dim
Through the distance a hymn
Comes to me slowly
Comes to me lowly,
Tinged with a melody
Throated with ecstasy.

Far, far
From the heavens a star
Falls by me lightly
Falls by me brightly,
Struck from its majesty
Into eternity.

—Howard F. Bishop, in *Yale Literary Magazine*.

SUNSET ON A SOUTHERN PLANTATION.

Home! and the whole world glad!
Home! and the day's work done!
Scampering pickaninnies
Play in the deepening night,

And the flickering flame of the supper fire
 Shines like a beacon light.
 Darkness falls on a listening world,
 The pine grows dim on the hill,
 And out of the woods comes the wild, sweet note
 Of a Southern whip-poor-will.

—*Smith College Monthly.*

SLUMBER SONG.

The great white gulls have gone to sleep,
 Dreamily sleep, my love ;
 And clear-eyed night shines o'er the deep,
 Dreamily sleep, my love ;
 For bright rayed stars are out, my sweet,
 O'er ships at anchor lying,
 And the gold-rimmed moon her vigil keeps
 Where restless waves are sighing.

 The moon glides on, the soft clouds drift—
 Still sweetly sleep, my love.
 The south wind blows, the white sails lift,
 But nestle close, my love.
 The ships sail out, like a dream-land ship,
 Like mist the crisp foam flying,
 And the songs of the sailors waft clearly and low,
 To where my love is lying.

—*Catherine Rittenhouse, in Minnesota Magazine.*

VAGABOND DAYS.

*A whiff of smoke and a gypsy wind,
 A white road climbing high ;
 Then off and away on the hills today,
 Where the blue peaks touch the sky.*

This is the song we vagabonds sing,
 Light of heart as a swallow's wing,
 Or a thistle-bird in flight ;
 Taking the trail for the autumn hills,
 Where gentians bloom by the laughing rills
 And the forest blazes bright.

Corn-shuck tents for our resting beds,
 No other covering over our heads,
 Only the frosty stars ;
 Orchards a-plenty along the way,
 And a foaming drink at the close of day
 There by the pasture bars.

*A whiff of smoke and a gypsy wind,
 A white road climbing high ;
 Then on we go till falls the snow
 On the blue peaks next the sky.*

—*Yale Literary Magazine.*

THE PRODIGAL.

Warmth and beauty and love within,
 Bitterness, darkness and cold without,—
 A haunting hunger, a present sin,
 A vision aglow with the "might have been ;"
 And wet and wild in the sleety rain
 A white face pressed to the window-pane.

Cold and darkness and rain without,
 Glimmers of beauty and love within,
 A dawning glory, a clinging doubt,
 A soul in a tempest tossed about ;
 And worn with the struggle of sin's defeat—
 A face upturned in the falling sleet.

—*The Kalends, The Woman's College.*

COLLEGE life carries with it many opportunities for enjoyment or for intellectual improvement which are not included in any statement of courses in the college program. The following is a list of such occasions at the Woman's College of Baltimore since the January BULLETIN went to press:

January 9, 10.—Two Lectures by Dr. George L. Cole: "The Ancient Cliff Dwellers ; Their Houses and Monuments." "The Modern Cliff Dwellers ; Their Social, Political and Religious Life."

January 12.—A Lecture by Professor Blackshear: "Saracenic Domes and Minarets of India and the Mediterranean Region."

January 16.—Senior-Junior Basket-Ball Game.

January 18.—Lecture by Miss Josephine Short: "The International Institute for Girls in Spain."

January 23, 24.—Two Lectures by Bliss Perry: "Patriotic Poetry." "Robert Louis Stevenson."



16 MARCH BULLETIN OF THE WOMAN'S COLLEGE

January 25.—Freshman-Junior Basket-Ball Game.

January 26.—Day of Prayer for Colleges ; sermon by Dr. Rall.

February 16.—Freshman Short Story Reading.

February 17.—General College Reception.

February 18.—Annual Concert by Glee and Mandolin Clubs.

February 23.—Bloomfield-Ziesler Concert.

February 24.—Annual Contest in Parliamentary Law.

February 27, 28.—Two Lectures by Dr. W. M. Wheeler: "The Social Insects." "Some Extreme Adaptations in Ants."

Three of these events need perhaps a word of explanation. The class in freshman rhetoric and composition is divided into four sections, and the instructor decided to familiarize the students with the work in sections other than their own by arranging for a reading of some seven or eight of the best short stories selected from those submitted by the entire class. An invitation was extended to all the students and members of the faculty and the occasion proved a success. The judges awarded the honors to the two stories submitted by Miss Bachrack and Miss Dennis.

The Bloomfield-Ziesler Concert was not directly under the auspices of the college, but was arranged by the members of the Baltimore Chapter of the Alumnae Association of the College to assist them in raising a fund for the endowment of a Fellowship. Madame Ziesler is a great favorite in Baltimore, and a large and appreciative audience testified to the wisdom of the committee who selected her for the occasion.

The annual Parliamentary Law contest was instituted some years ago in the belief that it was desirable that college women should have a more accurate knowledge of the details of Parliamentary Law. In order to stimulate an interest in this subject friends of the college provided a competitive scholarship covering tuition for one half year. From the list of contestants three are selected by means of a written examination. These three are required to preside in turn over a meeting composed of parliamentarians from the city who award the victory to the one presiding most successfully. This portion of the contest is open to the public, and since the parliamentarians make the proceedings of the meeting as complex as possible is usually both interesting and instructive.

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